"A study of Gender Sensitivity and attitude towards gender discrimination among prospective Secondary school teachers. "

''लैंगिक भेदभाव के प्रति सेवापूर्व माध्यमिक विद्यालय शिक्षकों की लैंगिक संवेदनशीलता एवं अभिवृत्ति का अध्ययन।''

महर्षि दयानन्द सरस्वती विश्वविद्यालय, अजमेर

को पीएच. डी. उपाधि हेतु प्रस्तुत

शोध–प्रबन्ध का प्रारूप

शिक्षा संकाय

शोधकर्ताः

अनुराधा काबरा

शोध निर्देशकः

डॉ. अशोक सेवानी

व्याख्याता

जियालाल शिक्षक प्रशिक्षण संस्थान, अजमेर

महर्षि दयानन्द सरस्वती विश्वविद्यालय, अजमेर

2017

MAHARSHI DAYANAND SARASWATI UNIVERSITY, AJMER

Appendix-VI

Certificate by Supervisor

Certified that:

1. I am willing to guide the research of **Mrs. Anuradha Kabra** on the above subject if she registered for Ph.D.
2. To the best of my knowledge, the subject selected has not been studied and is not being studied so far in any University.
3. The subject is of sufficient scope to keep the candidate engaged for two year.
4. The subject will lead to a valuable contribution. I have seen and approved the outline and bibliography, etc. submitted by the candidate.
5. Necessary facilities are available in the department for the above research work, (certificate from principal/head university department with regards to facilities available is enclosed.)
6. I have…….……Research candidate registered under my supervision and the serial number of this candidate whose application being forwarded for registration is……..……..
7. The candidate is not in a close relation (the term of close relation is defined in the examination ordinance of the University).

Signature of the supervisor with date

CERTIFICATE

Certified that the available facilities will be extended to Mrs. Anuradha Kabra for research work if she registered for Ph.D.

Signature of the Principal/ Director of the Institution with date

Signature of the Supervisor /Head Department with date

APPENDIX - IV -A

Format for outline of Proposed Research Work
(To be supplied in four copies)
(Reference ord. 124.11)

1. Name of scholar :

   (In English) : Anuradha Kabra

   (In Hindi) : अनुराधा काबरा

2. Title of Research Work :

   (In English) : "**A study of Gender Sensitivity and attitude towards gender discrimination among prospective Secondary school teachers. "**

   In Hindi :''लैंगिक भेदभाव के प्रति सेवापूर्व माध्यमिक शिक्षकों की लैंगिक संवेदनशीलता एवं अभिवृत्ति का अध्ययन।''

3. Location:
   a) Institution/Department where the work is to be done.
   Department of education, JiyaLal T.T. College, Ajmer
   b) Geographical area of investigation: Ajmer

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5. Review of work already done on the Subject of proposed research study. : Page No. -9

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Outline approved

Signature of candidate with date

Name & signature of supervisor with date & seal

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4.0 Introduction, importance of proposed investigation, Objective

4.1 Introduction

Education is one of the important unit of the social system. The process of education is a source of transaction between teacher & learner in various sector. It has multiple role to play in relation to personal& social development. As well it promotes development oriented changes.

But education system highlights the importance of the teacher. Teacher who are at the forefront of the education system &pillars of the education system are expected to have not only the information and skills but to have a positive attitude towards promoting gender equality through the classroom practices.

The attitude of teachers towards educational reforms programmes policy decides the success or failures of the policy.

The influence of teachers and educators on gender roles of their students impacts their educational achievement.

Students to are more affected by the teachers behaviour attitude .

In democratic society gender equality is regarded as a core factor. But the issue of gender equality remains very important today.

The issue of Gender Equality is highlighted by 2015 Global monitoring Report- Education for all 2000-2015: Achievements and challenges by UNESCO. It has cited that India has made significant progress in human development goals, especially in universalization of primary education & gender equality in school. Inspite of this the issue of gender discrimination in

schools still remains& need to be focus upon it. Several studies indicate that the teachers allocate the daily tasks differently to girls & boys.

Study of SADKAR &SADKAR, MP. And SADKAR ,DM.(1986) review how the schools act as a places where girls are expected to be patient and boys are expected to take the lead in the most of the activities.

This type of attitude among teachers due to the lack of awareness of gender sensitivity. By the training gender sensitive curriculum material, Gender sensitive teaching learning approaches, management structure etc. We should raise the teachers awareness on gender issues, to overcome the gender issues. (In Korea) in 2003 a training programme was conducted. Title was "A Programme Development for enhancing Gender Sensitive Teaching abilities of Teachers", In order to bring gender awareness among teachers towards gender equality.

The teacher need to made aware of their gender biased tendencies by providing new strategies, new insights.

The key element here is low awareness of gender equality, predisposition should be recognize. And these topics should be included into course assignments &Bachelor or master theses.

Teachers are to play a positive role in addressing gender issues influencing social justice and inclusiveness. Teacher education institution will need to ensure that there graduates are well equipped the attitude, motivation and skills to enact this role (Cushman,2012). Teacher trainee students express high demands for gender perspective course. Research (Hedlin& Aberg,2012) reveals that their lecture method is not suitable for teaching topics related to gender issues. It can be taught by using various methods like group work, discussions, case study analysis.

Aga Khan University, working group for women (AKU-WGW), carried out a teacher training programme. The objective of the training was to raise the awareness of teachers and train them by providing gender education, gender sensitive curriculum material in their teacher training course.

To improve gender awareness and positive attitude towards gender issue among trainee teachers various approaches must be included like Gender sensitive classrooms, Gender sensitive teaching approaches, Gender sensitive learning approaches, Gender sensitive curricula and text books, Gender sensitivity counselling , workshops for students ,staffs , teachers and parents etc.

That's why the subject "Gender Issues in Education" is included in the present B.Ed. curriculum. This subject will enable teachers not to gender discriminate and give equal opportunities to girls and boys. When attitude towards gender discrimination are completely obliterated, gender sensitivity will also disappear with it.

4.2 Statement of the Aim

"A study of Gender Sensitivity and attitude towards gender discrimination among prospective Secondary school teachers"

4.3 SIGNIFICANCE OF THE STUDY

Previous researches showed that gender discrimination still exists in our society as well as attitude of teachers are biased towards students. In spite of training programmes related to gender equality the level of awareness towards gender discrimination is low.

Previous researches showed:-

1. Prejudices &stereotypes about the capacity of men or women ability of betterment is biased.
2. Placing more value male than woman in work place, society and education. They are overlooked for tasks and activities.
3. Teachers training students are not aware towards gender roles.
4. Teachers training students concluded that gender awareness programmes are more necessary for their profession.

The significance of this study is to get answer of the following questions:

1. To know the teachers views about the attitude towards gender discrimination in society.
2. Will help to know the level of gender awareness among prospective secondary school teachers.
3. What are their expectations and attitude in terms of gender issue.
4. It will provide new insight towards gender issue on the basis of their attitude.

That's why researcher has planned for study.

4.4 OBJECTIVES OF THE STUDY

By this study following objectives will be accomplished:-

1. To study the attitude towards Gender discrimination among prospective secondary school teachers .

2. To study the attitude towards Gender discrimination between 1st Year and 2nd Year prospective secondary school teachers.

3. To study the attitude towards Gender discrimination between Male and Female prospective secondary school teachers.

4. To study the attitude towards Gender discrimination between Government and Private prospective secondary school teachers.

5. To study the level of Gender Sensitivity among prospective secondary school teachers.

6. To study the level of Gender Sensitivity between 1st Year and 2nd Year prospective secondary school teachers.

7. To study the level of Gender Sensitivity between Male and Female prospective secondary school teachers.

8. To study the level of Gender Sensitivity between Government and Private prospective secondary school teachers.

5. REVIEW OF LETERATURE:

In review of literature, researcher has gone through gender sensitivity, attitude of teachers towards gender discrimination related materials. Researcher has also studied related thesis & their abstract the

detailed analysis of related literature will be discussed &analyzed in thesis. Meanwhile review of literature in brief formulated as follows:

IN INDIA

1. **Bandyopadhyay, Madhumita & Subrahmanian, Ramya (2008),** conducted a study entitled "Gender Equality in education" A Review of trends & factors research monograph .This paper aims to highlight the data of participating of the girl child in schooling. The findings shows that the participation of the girl child is affected significantly due to social attitudes towards their education and by other forms of gender & social discrimination in Indian society.

2. **NCERT ,DEPARTMENTS OF WOMEN STUDIES (2013),:**Objective of the survey was related to educational dropout rate of students at all levels of education. They found the dropout rates of girls at Secondary level was highest (17.79% in 2013-14). It indicates that teachers play a crucial role in promoting achievement level of both boys and girls. (A gender sensitive teacher can initiate activities that would help boys and girls to grow up in a caring and sharing made.)

3. **Banerjee, Arpita (2013),**conducted study entitled "Status of Woman & Gender discrimination in India : A state wise analysis". The findings are observed regarding like the sex ratio, crime against women. Difference is noticed between the northern states & southern states in most of the gender related indicators. The northern states like BIMARU state are still have a long way to go on women progress in India.

4. **Kumari, Varsha (2014),** conducted a study entitled "Problems & Challenges faces by urban working women in India." The main objective of the study was to understand the problems & issues faced by urban

working women in India. The results of the study showed that different age group of working women have different kinds of problems & challenge & issues, single parent, divorcee issues in the work place which is due to lack of proper balance between male & female.

5. **Anitha,T.S. & RAMA,T.N. (2014),** conducted the study entitled "Attitude of women teachers towards the problem of girls education". The objective of this study is to find out whether women teachers differ in their attitude towards the problems of girls education.The findings of the study revealed that the teaching experience of the school teachers has influence on their attitude towards the problem of girl education.

6. **Agarwal,Chinkey&Shukla, Neetu M. (2017)**, conducted a study entitled " A study of Inservice teacher's attitude towards gender discrimination". This research paper is based on the attitude of in service teachers towards gender issues, namely gender roles gender stereotypes & gender discrimination findings are the teachers discriminated among girls and boys when it come to assigning tasks to them. Some position trends in their attitude were also there.

7. **Ralhan, Beas Dev (2017),** conducted the study entitled For a gender sensitive society reforms have to begin early in the classroom ". The objective was to study the gender bias pervades all aspects of our lives. The study revealed that teachers might be clueless that how to address discrimination and difference. Gender sensitivity curriculum should be mandatory for undergo teachers training courses & programme.

8. **World economy forum (2017),**published a Report entitled **"**Gender gap report of 144 countries**".**According this report India's ranking is 108$^{th.}$Last

year it was on 87th ranking on the basis of 4 parameters. (1) Economic (2) Political (3) Education (4) Health.

Scale		2016	2017
1.	Economic field :	136	139
2.	Education field :	113	112
3.	Health field:	142	141
4.	Political field:	9	15

According to report on the global level Male & Female inequality is being increased in India there is need to improvement in education, health & economic sector.

9. **Chakraborty,Jyoti ,Nalgundwar, Anupama& Rani, Sandhya** conducted a research entitled "Gender sensitization with in school system in Chhattisgarh".Objective of the research to study the status of gender discrimination against girls in school system. The findings are that the attitude and behavior of teachersagainst girls are the result of gender stereotypes. They are not treated equal to the boys. The awareness on sensitization is to be attended more effectively.

INTERNATINAL REVIEW OF RESEARCHES

1. **OHRN, E.(1993),** conducted a research entitled "Gender influence and resistance in school".Research in the field of class room interaction& gender shown that the teachers treat boys differently than girls, identifying them more readily and giving them more attention".

2. **Sadker, Myra (1994)** conducted a study entitled“4 types of teacher responses to students - teacher responses to students - teacher praises, providing positive feedback for response, teacher remediates &encouraging to correct or expand their answer”.They found that boys were more likely to receive praise of remediation from a teacher than were girls. The girls were most likely to receive on acknowledgement responses from their teacher.

3. **SADKER, David (1999),** conducted a study entitled “Gender Equity”. This article explores the teacher attitude towards each gender is not positive. Teachers may devalue the work of female students in the class relative to males.

4. **Jones, K., EVAN C. & Campbell, K. (2000),**conducted a study on the effect of a gender resources model would affect gender biased teaching behaviour. Findings showed that teachers who are made aware of their gender biased teaching behaviour and provided better strategies & resources to combat are better able to promote gender equity in their classroom.

5. **Stacks,Sandra (2002),** conducted a research focuses on a specific innovative & participatory teacher In service Programme called the teacher empowerment programme (TEP) in the training teachers & trainers come to know & understand their own socially constructed gender roles attitudes & behaviours and to accept & respect women as equals & sensitive male teachers are needed to develop understanding & sensitivity about their own gender issues.

6. **Chung,H. &Jung,K.,(2005),** conducted a survey entitled “ A programme for teachers to enhance gender sensitivity teaching abilities".

The objective of the survey was to understand gender sensitivity among teachers. The survey result showed that the quite no. of teachers participating in this programme have a gender based awareness of gender differences and the causes they do not precisely understand that is gender equality.

7. **Dr. Allana, Anita ,Sherali, Yasmin& Dr. Nargis (2010)**, conducted a training namely "Gender in academic settings and role of Teachers".The objective of the training was to raise the awareness of teachers and trained them to address providing gender and social issues in academics &in the society.The training resulted in providing gender education to teachers, gender sensitizing them increasing their capacity to conduct gender analysis of curriculum material, teaching learning process. This gender sensitivity of teachers will hopefully produce positive effect in the school manifesto.

8. **Pradhan Almina (2011),**conducted a study entitled "Study on the influence of teacher-student interaction on development of gender identity among kindergarten." The object of study was to observe the attitude of teachers towards K.G. students on gender identity. They found that teachers felt their responsibility to guide their students to take up socially approved gender codes in future and teachers gave significantly more academic learning directions to boys than to girls.

9. **Obiunu,Jude J., (2013)**, conducted a study entitled "The effect of gender sensitivity on discrimination among secondary school students". The study investigated the effect of gender sensitivity on discrimination among secondary school students. From the findings it was discovered that there was a significant relationship between parents attitude towards

gender sensitivity on discrimination while teachers attitude and that of govt. were not significant towards gender sensitivity.

10. **Magi,Eve, Biin, Helen, Trasberg, Karmen&Kruues, Kersti (2016),** conducted a study entitled "Gender awareness and attitudes toward gender equality among students participating in teacher training" Objective of the study was to mark the state of gender equality in Estonia & awareness among students. The findings showed the teacher training students concerning the teaching of gender topics in university are high they concluded that the awareness on gender issues is more necessary for their profession & these topic should be into the course assignments &bachelor or. Master theses

6.0 RESEARCH GAPS IDENTIFIED IN THE PROPOSED FIELD OF INVESTIGATION

After review of related literature researcher found that no study was undertaken on " A study of attitude towards gender discrimination among pre sr. teachers & in sr. Teachers in relation to gender sensitivity "has created the need to conduct research.

Hence, the researches on gender sensitivity & attitude of teachers have established the importance of gender equality. As well as generated the need to conduct the research on the above. That's why the attitude &awareness of gender sensitivity of teachers is important for gender equality.

The findings of the study revealed that no work is done in this area. The previous study highlights that some changes are required in teacher education system to encourage the gender equality .

This study will assist to pay attention to the difference between men & women's experiences & will help teachers to give equal value to each.

6.1 TERMINOLOGY:-

Operational : definitions of key terms:

1. **GENDER**:- Gender is the socially constructed. Identity of an individual, of being man & women. It refers to the socially constructed roles and responsibility of women & men, in given culture . These roles are influenced by perceptions and expectation arising from cultural, political, environmental, economic, social & religious factors, as well as custom law and individual or institutional was gender attitude and behaviour are learned & can be changed.

   "Gender is used to describe all the socially determined aspects of our traits, behaviours, roles & responsibilities of an individual in the society on the basis of his/her sex.

2. **GENDER DISCRIMINATION:-** it refers to the practice whereby one sex (male or female) is given preference. The practice of giving social importance to the biological difference between man and women is gender discrimination.

   It refers to unequal treatment or perception of an individual due to gender.

3. **ATTITUDE** :- Attitude can be defined as positive or negative approach, evaluation of people activities & ideas. It is an expression of favour &disfavour towards people, activities & ideas.

4. **GENDER SENSITIVITY** :- It means the level or awareness & appreciation of the need to maintain a reasonable level of gender differentiation between male & female.

   In other words "gender sensitivity" is giving equal value to each (his/her) in term of social sector education &professional sector etc.

5. **PROSPECTIVE SECONDARY SCHOOL TEACHERS**:-Prospective secondary school teacher is a term which is used for those participants who are enrolled in a teacher education programme (Teacher preparation programme) & working toward teacher certification.

   It is course of study which student - teachers complete before they begin teaching.

7.0 HYPOTHESIS OF THE STUDY

In order to achieve objectives of the study following hypothesis will be formulated and will be tested corresponding to objectives:-

1. There is no significant difference among prospective secondary school teachers on attitude towards gender discrimination.
2. There is no significant difference between 1st Year and 2nd Year prospective secondary school teachers on attitude towards gender discrimination.
3. There is no significant difference between Male and Female prospective secondary school teachers on attitude towards gender discrimination.

4. There is no significant difference between Government and Private prospective secondary school teachers on attitude towards gender discrimination.

5. There is no significant difference among prospective secondary school teachers on the level of Gender Sensitivity.

6. There is no significant difference between 1st Year and 2nd Year prospective secondary school teachers on the level of Gender Sensitivity.

7. There is no significant difference between Male and Female prospective secondary school teachers on the level of Gender Sensitivity.

8. There is no significant difference between Government and Private prospective secondary school teachers on the level of Gender Sensitivity.

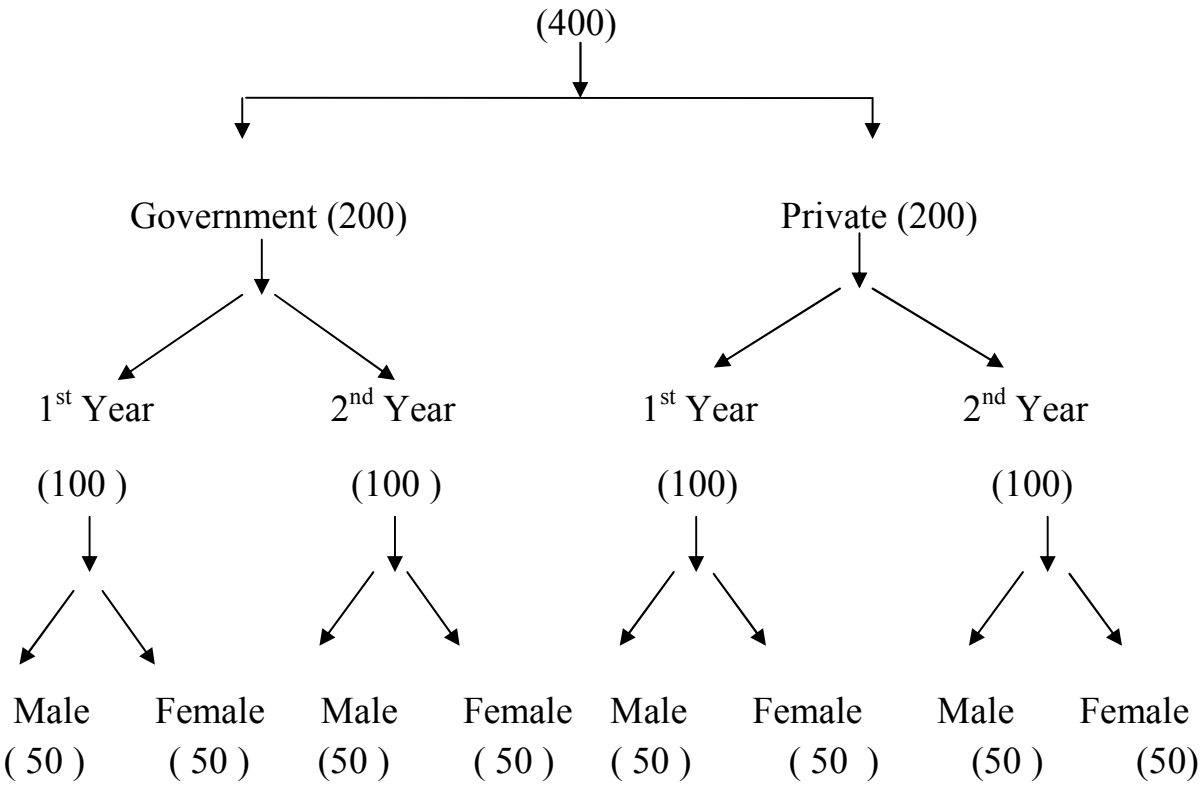
8.0 RESEARCH METHODOLOGY

Method:-Survey method

A. It is a descriptive & exploratory type of research. To fulfill the objects of the problem **"A study of Gender Sensitivity and attitude towards gender discrimination among prospective Secondary school teachers."**survey method is applied.

B. Population:- The population of the present study includes the Prospective secondary school teachers of Ajmer district.

C. Sample: 400 Prospective secondary school teachers.



D. Variable

i) Dependent variable- Prospective Secondary school Teachers

ii) In Dependent variable- (a) Attitude (b) Sensitivity

E. Tools :- To be used to study the & collect the data are following:

1. Attitude towards Gender discrimination scale :- Self made
2. Gender sensitivity towards Gender discrimination scale:- Self made

F. Statistical techniques:

1. Mean
2. Standard Deviation
3. t – value
4. Correlation

G. DELIMITATION OF THE STUDY

For obtaining an accurate focus, it becomes essential to limit the problem keeping in view, the resources of the investigator. The present study will be delimited. The expected findings of the study will be based on analysis & statistical testing of hypothesis assumed.

Limitations are :- (due to lack of time & resource)

A. Ajmer district is selected for the study.

B. Total samples for the study are - 400 Prospective Secondary school teachers

9.0 LIST OF REFERENCES CITED:-

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Outline approved

Signature of candidate

With date

Name & Signature of supervisor with date & seal